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ABSTRACT

Beginning with the 1985-86 school year, the Texas Educational Assessment of Minimum Skills (TEAMS) tests have been based on the objectives provided in this publication for teachers and test development specialists. For grade 7, mathematics objectives include the ability to: (1) convert decimals or percents to equivalents; (2) add and subtract fractions; (3) add, subtract, and multiply decimals; (4) solve two-step word problems with basic operations; (5) solve two-step word problems with decimals; (6) convert measurements within metric or customary systems; (7) identify common geometric terms and figures; (8) find the perimeter of polygons; (9) use charts and graphs to solve word problems; (10) determine the number of possible outcomes for a given situation; and (11) solve one-step equations. Samples are included for each skill area. (SLD)

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ED 298167

Texas Educational Assessment of Minimum Skills



Mathematics Objectives and Measurement Specifications 1986-1990 Grade 7

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1986

TM 012 288

Texas Educational Assessment of Minimum Skills

Mathematics Objectives and Measurement Specifications 1986-1990 Grade 7

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**Division of Student Assessment
Texas Education Agency
Austin, Texas**

FOREWORD

The learning objectives contained in this volume are congruent with the State Board of Education Rules for Curriculum which outlines the rules and procedures for implementation of Section 21.101 of the Texas Education Code. These objectives and the measurement specifications are provided for use by teachers and other educators responsible for pupil instruction and for test development specialists involved with the preparation of the Texas Educational Assessment of Minimum Skills (TEAMS) tests. Beginning with the 1985-86 school year, the TEAMS tests were based upon the objectives in this publication.

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TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS

GRADE 7 MATHEMATICS

List of Objectives

Skill Area: Number Concepts

Objective 1: Convert decimals or percents to equivalent forms.

Skill Area: Computation

Objective 2: Add and subtract fractions with like or unlike denominators.

Objective 3: Add, subtract, and multiply decimals.

Skill Area: Problem Solving

Objective 4: Solve two-step word problems using the basic operations with whole numbers.

Objective 5: Solve two-step word problems using addition, subtraction, and multiplication with decimals.

Skill Area: Measurement

Objective 6: Convert measurements within either the metric or customary system of measurement.

Skill Area: Geometry

Objective 7: Identify common geometric terms and figures.

Objective 8: Find the perimeter of polygons.

Skill Area: Probability, Statistics, and Graphing

Objective 9: Use information from charts or graphs to solve word problems.

Objective 10: Determine the number of possible outcomes for a given situation.

Skill Area: Algebraic Concepts

Objective 11: Solve one-step equations.

GRADE 7 MATHEMATICS

General Specifications

I. Test Items/Answer Choices

- A. All written material, including instructions, item stems, solutions, and answer choices, will have vocabulary drawn from the Texas Education Agency (TEA) cumulative vocabulary list through Grade 6, except for proper nouns.
- B. Word problems will represent various ethnic groups of populations in Texas. The three main groups are black, Hispanic, and white.
- C. Word problems will be free of stereotyping by age, sex, ethnicity, and geographical location.
- D. For each item, there will be four answer choices with only one correct answer.
- E. Neither "none of the above" nor "all of the above" will be used as an answer choice.
- F. Problem situations will be appropriate for seventh grade students.
- G. All fractions will be written in vertical form.
- H. Money problems will be written using decimal notation.
- I. No negative numbers will be used in test items.
- J. In items with numerical answer choices, no negative answer choices will be used.
- K. Where feasible, at least one incorrect answer choice per item will be sufficiently close to the correct answer that identification of the correct answer is unlikely by estimation.
- L. Decimals less than one will be shown with a zero to the left of the decimal point. This zero will not be counted when determining eligibility of numbers.

II. Test Package Format

- A. The test will be printed in black ink on white paper.
- B. Sufficient white space will be included on each page.
- C. Type size will be appropriate for seventh grade students.
- D. Test items and their corresponding answer choices will appear on the same page.
- E. Graphic displays and their corresponding test items and answer choices will appear on the same or facing pages.

OBJECTIVES AND MEASUREMENT SPECIFICATIONS

SKILL AREA: NUMBER CONCEPTS

Objective 1

Convert decimals or percents to equivalent forms.

Description of Test Items

1. No fractions will be included in test questions.
2. Decimals will be limited to tenths or hundredths.
3. Percents will be limited to whole numbers.
4. A variety of the following will be included:
 - a. given a decimal, identify the equivalent fraction;
 - b. given a decimal, identify the equivalent percent;
 - c. given a percent, identify the equivalent decimal; and
 - d. given a percent, identify the equivalent fraction.

Description of Answer Choices

1. The correct answer choice will be the exact solution to the problem presented.
2. Incorrect decimal answer choices will include decimal errors rather than computation errors.
3. Answer choices will not include fractions which are equivalent to each other.
4. Fractional answer choices will not be simplified.
5. Decimal answer choices will be expressed in tenths or hundredths.

Examples of Test Item

(a) Change 0.25 to a fraction.

- | | | |
|---|------------------|--------------------|
| A | $\frac{25}{100}$ | (correct answer) |
| B | $\frac{2}{5}$ | (conversion error) |
| C | $\frac{1}{25}$ | (conversion error) |
| D | $\frac{1}{2}$ | (conversion error) |

(b) Change 0.55 to a percent.

- | | | |
|---|------|------------------|
| E | 55% | (correct answer) |
| F | 5.5% | (decimal error) |
| G | 5% | (common error) |
| H | 20% | (common error) |

(c) Change 46% to a decimal.

- | | | |
|---|------|------------------|
| A | 0.46 | (correct answer) |
| B | 4.6 | (decimal error) |
| C | 4.06 | (decimal error) |
| D | 46 | (decimal error) |

(d) Change 50% to a fraction.

E $\frac{50}{100}$ (correct answer)

F $\frac{1}{5}$ (common error)

G $\frac{5}{100}$ (decimal error)

H $\frac{1}{50}$ (common error)

SKILL AREA: COMPUTATION

Objective 2

Add and subtract fractions with like or unlike denominators.

Description of Test Items

1. Test items will be presented in either horizontal or vertical format with the symbol "+" or "-."
2. All fractions will be less than one.
3. Least common denominators of fractions will not exceed 16.
4. Addition problems will present only two addends whose sum is less than one.
5. Problems will involve addition with like or unlike denominators.
6. Problems may require simplification.

Description of Answer Choices

1. All answer choices will be presented in simplest form.
2. The correct answer choice will be the exact solution to the addition or subtraction problem presented.
3. Incorrect answer choices will represent common errors made when adding or subtracting fractions.

Examples of Test Item

(a) $\frac{2}{7} + \frac{4}{7} =$

- A $\frac{6}{7}$ (correct answer)
B $\frac{9}{11}$ (incorrect procedure)
C $\frac{3}{7}$ (incorrect procedure)
D $\frac{11}{9}$ (incorrect procedure)

(b) $\frac{2}{3}$
 $-\frac{1}{4}$

- E $\frac{5}{12}$ (correct answer)
F $\frac{2}{7}$ (incorrect procedure)
G $\frac{3}{7}$ (incorrect procedure)
H $\frac{1}{12}$ (incorrect procedure)

SKILL AREA: COMPUTATION

Objective 3

Add, subtract, and multiply decimals.

Description of Test Items

1. Addition and subtraction problems will be displayed horizontally.
2. Multiplication problems may be displayed in either horizontal or vertical format.
3. Addition problems will have no more than three addends.
4. For addition and subtraction problems, the maximum number of digits in any one number will be five, with no more than three of these to the right of the decimal point.
5. Numbers to be added or subtracted will have different numbers of places to the right of the decimal point.
6. An addition or subtraction problem may include a whole number.
7. Multiplication problems will be limited to two factors.
8. Factors used in multiplication problems will not exceed three digits.
9. No more than one three-digit factor will be used in a multiplication problem.
0. A variety of addition, subtraction, and multiplication items will be included.

Description of Answer Choices

1. The correct answer choice will be the exact solution to the addition, subtraction, or multiplication problem presented.
2. Incorrect answer choices may reflect place value errors, computation errors, regrouping errors, or incorrect procedures.

Examples of Test Item

(a) $7.35 + 14.208 + 138.6 =$

- A 160.158 (correct answer)
- B 160.23 (misplaced digit)
- C 160.249 (incorrect procedure)
- D 159.158 (computation error)

(b) $162.38 - 17.841 =$

- E 144.539 (correct answer)
- F 16.03 (incorrect procedure)
- G 144.439 (computation error)
- H 155.541 (incorrect procedure)

(c) $6.92 \times 5 =$

- A 34.6 (correct answer)
- B 30.92 (regrouping error)
- C 30.46 (place value error)
- D 39.2 (incorrect procedure)

SKILL AREA: PROBLEM SOLVING

Objective 4

Solve two-step word problems using the basic operations with whole numbers.

Description of Test Items

1. All whole numbers will be less than 1000.
2. Extraneous information written in numerical form will be given in at least one test item.
3. All problems will require the use of two computations.
4. Numbers will be written in numerical form.
5. Division problems will not yield remainders.
6. Money will not be used.
7. Numerical information that is irrelevant to the solution of the word problem will be included in at least one of the test items.

Description of Answer Choices

1. All answer choices will be appropriately labeled whole numbers.
2. The correct answer choice will be the exact solution to the word problem presented.
3. Incorrect answer choices will represent common errors in problem solving (e.g., wrong choice of operations or wrong order of operations) as well as common errors in computation.

Examples of Test Item

(a) A truck delivers 40 crates of peaches and 6 crates of apples to a grocery store. Each crate of fruit contains 12 boxes. Each box contains 24 pieces of fruit. How many peaches did the grocery store receive in that shipment?

- A 11,520 peaches (correct answer)
- B 972 peaches (computation error)
- C 288 peaches (missing operation)
- D 10,480 peaches (computation error)

(b) On her vacation, Mary used 3 complete rolls of camera film with 24 pictures each. Of the pictures she took, 6 pictures did not turn out well. How many good pictures did she have?

- E 66 pictures (correct answer)
- F 72 pictures (missing operation)
- G 78 pictures (incorrect operation)
- H 54 pictures (computation error)

SKILL AREA: PROBLEM SOLVING

Objective 5

Solve two-step word problems using addition, subtraction, and multiplication with decimals.

Description of Test Items

1. All problems will require the use of two computations.
2. Numbers will be written in numerical form.
3. The maximum number of digits in any one number will be four, with no more than three of these to the right of the decimal point.
4. The total number of digits in the factors of any multiplication problem will not exceed five (three digits times two digits or four digits times one digit).
5. At least one problem will involve money.
6. Extraneous data will not be presented in any problem.

Description of Answer Choices

1. All answer choices will be labeled appropriately.
2. The correct answer choice will be the exact solution to the word problem presented.
3. Incorrect answer choices will represent common errors in problem solving (e.g., wrong choice of operations or wrong order of operations) as well as common errors in computation.

Example of Test Item

At a track meet Tom ran three races. The first race he ran in 11.21 seconds, the second in 23.5 seconds, and the third in 53.27 seconds. The school record for the total time for these three races is 86.03 seconds. What is the difference in Tom's total time and the school record?

- A 1.95 seconds (correct answer)
- B 1.50 seconds (computation error)
- C 174.01 seconds (incorrect operation)
- D 9.20 seconds (computation error)

SKILL AREA: MEASUREMENT

Objective 6

Convert measurements within either the metric or customary system of measurement.

Description of Test Items

1. Some problems will use metric units and some will use customary units.
2. No conversion between metric and customary units within an item will be required.
3. A variety of the following will be included:
 - a. length
 - b. weight/mass
 - c. capacity/volume
4. A statement of equivalence will be given for each problem listing the smaller unit first (e.g., 100 centimeters = 1 meter).
5. Problems will involve commonly used conversions.
6. Quantities to be converted will be expressed as whole numbers or decimals.
7. Quantities expressed using the smaller unit in a statement of equivalence will not exceed four digits.
8. Abbreviations may be used for units of measure, but only the abbreviation for inches will be followed by a period.
9. Measurement units that may be used are:

Metric: millimeter, centimeter, meter, kilometer
milligram, gram, kilogram
milliliter, liter, kiloliter

Customary: inch, foot, yard, mile
ounce, pound, ton
cup, pint, quart, gallon

Description of Answer Choices

1. The correct answer choice will be the exact solution to the conversion problem presented.
2. Incorrect answer choices will represent common errors in problem solving (e.g., wrong choice of operations) as well as common errors in conversion or computation.
3. All answer choices will be expressed as whole numbers or decimals.

Examples of Test Item

(a) 6 feet = _____ inches

(12 inches = 1 foot).

- | | | |
|---|-----|-------------------------|
| A | 72 | (correct answer) |
| B | 0.5 | (incorrect operation) |
| C | 18 | (problem solving error) |
| D | 62 | (computation error) |

(b) 690 centimeters = _____ meters

(100 centimeters = 1 meter).

- | | | |
|---|------|--------------------|
| E | 6.9 | (correct answer) |
| F | 6900 | (conversion error) |
| G | 69 | (conversion error) |
| H | 0.69 | (conversion error) |

SKILL AREA: GEOMETRY

Objective 7

Identify common geometric terms and figures.

Description of Test Items

1. Terms will be drawn from the list below:

a. Types of lines:

intersecting lines
perpendicular lines
parallel lines

b. Parts of a circle:

radius
diameter
circumference

c. Types of polygons:

trapezoid
parallelogram
pentagon
hexagon
octagon

2. Questions may present a figure and ask for the appropriate term or present the term and ask for the appropriate figure.
3. Arrows will be drawn at the ends of all lines.
4. All trapezoids will be isosceles.
5. Parallelograms will not have right angles.
6. All polygons with more than four sides will be regular.
7. Circles will have center dots.
8. A variety of items representing each group of terms listed above will be included.

Description of Answer Choices

1. All answer choices will be drawn from the aforementioned list of terms.
2. The correct answer will be the term naming the figure presented or the figure representing the term presented.
3. The incorrect answer choice will be a term or figure other than the one called for by the item.
4. When a test item presents a figure and asks for the appropriate term, all answer choices will fit grammatically into the item stem.

Examples of Test Item

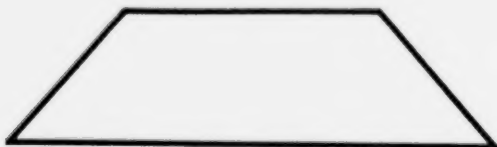
(a) The figure below is a picture of:



- | | |
|-----------------------|--------------------|
| A parallel lines | (correct answer) |
| B perpendicular lines | (incorrect answer) |
| C a trapezoid | (incorrect answer) |
| D a diameter | (incorrect answer) |

(b) Which figure shows a trapezoid?

E



(correct answer)

F



(incorrect answer)

G



(incorrect answer)

H



(incorrect answer)

SKILL AREA: GEOMETRY

Objective 8

Find the perimeter of polygons.

Description of Test Items

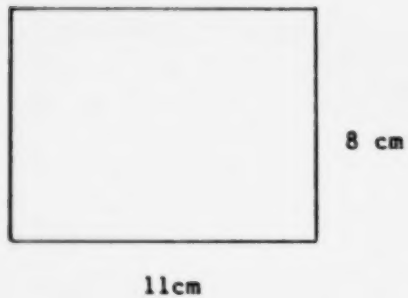
1. All polygons will be labeled with the minimum number of dimensions necessary to determine the perimeter.
2. Regular polygons will be identified as such.
3. Dimensions will be limited to whole numbers and will be labeled.
4. Abbreviations may be used for units of measure, but only the abbreviations for inches will be followed by a period.
5. No formulas will be given.

Description of Answer Choices

1. All answer choices will be appropriately labeled whole numbers.
2. The correct answer choice will be the exact solution to the perimeter problem presented.
3. Incorrect answer choices will represent a misunderstanding of the concept of perimeter as well as common errors in computation.

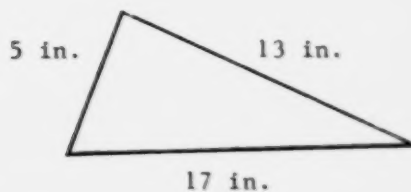
Examples of Test Item

(a) What is the perimeter of the rectangle below?



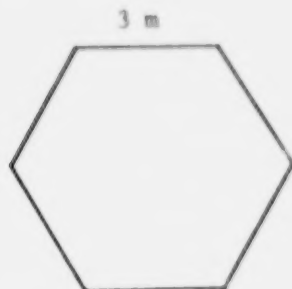
- A 38 cm (correct answer)
- B 19 cm (concept error)
- C 88 cm (operation error)
- D 3 cm (operation error)

(b) What is the perimeter of the triangle below?



- E 35 in. (correct answer)
- F 25 in. (computation error)
- G 65 in. (operation error)
- H 20 in. (operation error)

(c) What is the perimeter of the regular polygon below?



- A 18 m (correct answer)
- B 12 m (operation error)
- C 9 m (operation error)
- D 27 m (operation error)

SKILL AREA: PROBABILITY, STATISTICS, AND GRAPHING

Objective 9

Use information from charts or graphs to solve word problems.

Description of Test Items

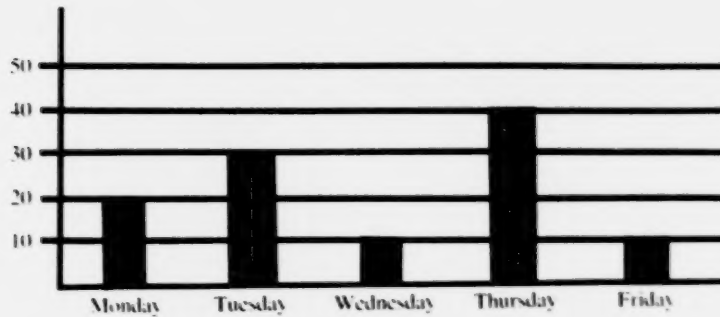
1. Charts, tables, and graphs are eligible for inclusion.
2. Types of graphs will include only bar, line, and picture graphs.
3. Axes will be labeled with whole numbers using intervals greater than one.
4. Data points on bar and line graphs will not require interpolation between labeled intervals.
5. Graphs will display no more than eight entries of data.
6. All items will require only one operation other than direct interpretation of the graph.
7. Bar graphs will include horizontal lines.
8. Line graphs will include a grid of both horizontal and vertical lines.
9. Line graphs will include large dots at data points.

Description of Answer Choices

1. All answer choices will be labeled appropriately.
2. The correct answer choice will be the exact solution to the word problem presented.
3. Incorrect answer choices will represent common errors in problem solving (e.g., wrong choice of operations) as well as the use of incorrect data.

Example of Test Item

LIBRARY BOOKS CHECKED OUT AT HILLSDALE ELEMENTARY SCHOOL



How did the number of books checked out on Tuesday differ from the number of books checked out on Monday?

- | | |
|----------------------------|-------------------------|
| A 10 books more on Tuesday | (correct answer) |
| B 20 books less on Tuesday | (use of incorrect data) |
| C 10 books less on Tuesday | (problem solving error) |
| D 30 books more on Tuesday | (incorrect operation) |

SKILL AREA: PROBABILITY, STATISTICS, AND GRAPHING

Objective 10

Determine the number of possible outcomes for a given situation.

Description of Test Items

1. Items will not include dice, cards, or other gambling devices.
2. Problem situations will involve clearly differentiated objects, not dependent on order.

Description of Answer Choices

1. All answer choices will be appropriately labeled whole numbers.
2. The correct answer choice will be the exact number of possible outcomes for the given situation.
3. Incorrect answer choices will represent common errors in problem solving (e.g., wrong choice of operation) as well as errors in computation.
4. The number of possible outcomes will not exceed 24.

Example of Test Item

Bill has three different pairs of slacks and four different shirts. How many different combinations of shirts and slacks can he make?

- | | |
|-------------------|-----------------------|
| A 12 combinations | (correct answer) |
| B 7 combinations | (incorrect operation) |
| C 4 combinations | (incorrect data) |
| D 8 combinations | (incorrect operation) |

SKILL AREA: ALGEBRAIC CONCEPTS

Objective 11

Solve one-step equations.

Description of Test Items

1. Equations will involve only whole numbers, with a maximum of two digits.
2. Equations will be limited to one operation.
3. The variable will appear on the left side of the equal sign.
4. The variable will be represented as "n."
5. The equation will be written in one of the following forms:

$$\begin{aligned}n - 4 &= 6 \\n + 12 &= 19 \\3n &= 18\end{aligned}$$

Description of Answer Choices

1. Answer choices will be "n = (whole number)."
2. The correct answer choice will be the exact solution for "n" in the given equation.
3. Incorrect answer choices will represent incorrect procedures for solving equations as well as errors in computation.

Example of Test Item

Solve for n.

$$n - 8 = 32$$

- A n = 40 (correct answer)
- B n = 24 (incorrect procedure)
- C n = 256 (incorrect procedure)
- D n = 4 (incorrect procedure)

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

- (1) acceptance policies on student transfers from other school districts;
- (2) operation of school bus routes or runs on a non-segregated basis;
- (3) nondiscrimination in extracurricular activities and the use of school facilities;
- (4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;
- (5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;
- (6) nondiscriminatory practices relating to the use of a student's first language; and
- (7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.



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